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ABSTRACT

The Stockton State College ten-year staffing plan is updated annually to provide flexibility and stability. Recommendations of the Task Force on the Ten-Year Staffing Plan are discussed in this report. The areas of recommendations include: institutional priorities, annual staffing plan, management information, limitation on tenure proportion, instructor category used for hiring purposes, temporary positions, divisional planning, validation of the plan, dissemination of information, terminal degree qualification, basis for promotions, affirmative action and age distribution, modification of statutes and recommendations to the state legislature, evaluation and professional development, and professional development programs. (JMF)

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ED138182

FINAL REPORT OF THE TASK FORCE ON TEN-YEAR STAFFING PLAN

March 17, 1977

U.S. DEPARTMENT OF HEALTH
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HE 008845

STOCKTON STATE COLLEGE
POMONA, NEW JERSEY 08240 (609) 652-1776

Date: March 11, 1977

TO: Richard E. Bjork

FROM: The Task Force on Ten Year Staffing Plan Robert Jones

SUBJECT: CHARGE TO THE TASK FORCE

Attached please find the final report of the Task Force on Ten Year Staffing Plan.

The report and accompanying recommendations deal with professional personnel whose major responsibilities are teaching. However, the Task Force strongly recommends that the concepts contained therein also be adopted for librarians in a separate plan.

Unfortunately, the Task Force was unable to develop a staffing plan for nonteaching professionals eligible for multiyear contracts in the time allotted. This issue is quite complicated and needs to be studied further. After careful analysis a special staffing should be developed for this group.

RT/kmc

enclosure

STATE OF NEW JERSEY ⚜ STOCKTON STATE COLLEGE ⚜ MEMORANDUM ⚜ STATE OF NEW JERSEY ⚜ STOCKTON STATE COLLEGE ⚜ MEMORANDUM

Pomona, New Jersey 08240 ⚜ (609) 652-1776 ⚜ SCAN 551-2011

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INTRODUCTION

Stockton State College's original Ten-Year Staffing Plan was approved by resolution of the College Board of Trustees on January 10, 1973. This resolution was formulated in response to a September 15, 1972 action by the State Board of Higher Education which called for the preparation of such plans by each State College. At the time its resolution was prepared, Stockton's Board of Trustees had an extensive staff background paper from the Department of Higher Education and a number of working papers and resolutions from the faculty.

In 1972, the need for a working staffing plan was manifest. On the other hand, in 1972, Stockton had virtually no operating experience which could serve as a basis for projections. The nature of the institution itself was less clearly defined than it is now. In 1972, there were no tenured faculty members nor was there a basis for predicting normal attrition rates. The probationary period for faculty was still three years. It is now five years.

Since 1973, the numerical component of the Ten-Year Staffing Plan has been updated annually based on the policy statements of the original Board resolution. The underlying policies have not changed.

On February 20, 1976 (following discussions with the College President) the Faculty Assembly, supported by the Stockton Federation of Teachers, asked that the Board of Trustees reconsider the policies underlying its annual Ten-Year Staffing Plan revisions. The President indicated at that time that he would appoint a Task Force to study the questions in the light of the additional years of experience and to recommend to him and to the Board a revised collection of staffing policies.

In September, 1976, the President appointed a Task Force comprised of faculty, staff, and students with a charge to complete its study and make its report to him by March 1, 1977.

On January 24, 1977, the Preliminary Report of the Task Force was published as a supplement to the *Stockton Chronicle*. On February 3 and 4, public hearings were held to receive the views of faculty, staff, students, and other interested parties. Other comments were received in written form.

The Task Force considered all of these comments against the background of its reading and deliberations, made changes which were desirable, and now issues its final report.

The resolutions of the State Board of Higher Education, the College Board of Trustees, the Faculty Assembly and the Stockton Federation of Teachers mentioned above, and indeed the whole debate over the Ten-Year Staffing Plan until now, have dealt exclusively with the problem of *faculty* staffing.

In a perhaps oversimplified form this problem consists of finding a method to reconcile the competing institutional needs for stability produced by the faculty tenure system, and flexibility produced by the changing demands being placed on higher education. While recognizing the desirability of having a comprehensive staffing plan covering *all* unclassified employees of the College, the Task Force felt that a solution to the faculty staffing problem was of such importance as to demand its full attention. Thus, the recommendations made in this report deal with *faculty staffing*, and while some of these recommendations may apply equally well to all unclassified professional staff, most do not. Problems associated with non-faculty staffing should be identified by the College and resolved by another task force.

SUMMARY OF RECOMMENDATIONS

Staff planning must provide flexibility for the institution, stability for individuals, information on which to base decisions, and conditions conducive to intellectual vitality. Flexibility is needed since the institution must be able to change in response to changing conditions. Ability to change is hampered when too large a proportion of the faculty is tenured. Tenure does give stability to the institution, however, and provides a necessary environment for long-range planning by individual faculty members and programs.

Both the institution and individual faculty would be well served by the availability of adequate information about staff planning, so that decisions can be based on reasonable projections of the future. To maintain vitality within the institution, a variety of methods to stimulate intellectual growth should be encouraged as a matter of policy. The Task Force recommendations summarized below should lead to staffing plans which serve both the institution and its personnel. More detailed discussions of these recommendations are included in the body of the Task Force Report.

I. Institutional Priorities

The College should establish a planning process which will result, within 12-months, in the identification of institutional priorities and their application to staffing for the college.

II. Annual Staffing Plan

An annual staffing plan should be prepared based on the College's priorities. The plan should be revised each year to incorporate changes in College priorities and personnel information. Faculty allocation of teaching lines and ranks should be adjusted annually in accordance with the approved staffing plan.

III. Management Information System

The College should take steps to insure the development of a management information system and files of data which are adequate to support comprehensive staff planning. This system should include a computer program which can model staffing projections based upon current data and various assumptions regarding the future.

IV. Limitation on Tenure Proportion

Tenure at Stockton should be limited to one-half to two-thirds of the total full-time faculty through personnel planning and whenever possible not by the direct imposition of an arbitrary numerical quota.

V. Instructor Category

Approximately 20% of the College's teaching lines should be in the Instructor rank and this category should be used to hire individuals who by the nature of their past experience and credentials would probably not achieve tenure except in unusual circumstances.

VI. Temporary Positions

Approximately 5% - 10% of the faculty should hold part-time, visiting, or other temporary positions; the limits of these positions should be described as part of the hiring process.

VII. Divisional Planning

Whenever any program within a Faculty reaches the point at which half of its members are tenured, an annual divisional plan should be prepared projecting the student interest, program stability, program priority, tenure proportion, instructor distribution, visiting faculty distribution, educational plans, and other staffing needs for the divisional Faculty.

VIII. Validation of Plan

When the tenure proportion at Stockton as a whole reaches one-half, a re-examination should be undertaken to determine whether the desired limits can be maintained by the mechanisms described above, or whether numerical quotas must be applied in order to avoid exceeding the proper levels of tenured faculty.

IX. Dissemination of Information

The Vice President for Academic Affairs and the Faculty Deans should provide the best available staffing information to present and prospective faculty for their guidance in assessing their chances for promotion and tenure; new faculty should be provided with a copy of the current staffing plan, and continuing faculty should be informed of relevant promotion and tenure projections as a part of the regular evaluation processes.

X. Terminal Degree Qualification

Normally those appointed or promoted to the rank of Assistant Professor or above should possess a terminal degree or its equivalent.

XI. Basis for Promotions

Promotions should be based only upon merit and College staffing needs, not upon seniority and time served in a lower rank.

XII. Affirmative Action and Age Distribution

An annual review process should evaluate staffing for women and minority group members as well as examine the age distribution of faculty. Hiring should be encouraged in areas of underrepresentation.

XIII. Modification of Statutes

The College should recommend to the State Department of Higher Education that steps be taken to secure legislative action modifying Title 18A:60 of the Statutes of the State of New Jersey to allow a seven-year probationary period, with the possibility of earlier tenure.

XIV. Evaluation and Professional Development

Professional development should be supported as an activity separate from the evaluation and retraining of faculty.

XV. Professional Development

The College should establish and support a program of professional development which will include local funding of sabbatical leaves, continuation of the released time program, formulation of guidelines for unpaid leaves of absence, encouragement of faculty exchanges and formulation of guidelines for the implementation of such exchanges, identification of sister colleges for possible continuing exchange programs, funding of faculty attendance at professional conferences, and establishment of a colloquium on teaching.

PURPOSES OF STAFF PLANNING

Staff planning helps to give order and reason to the processes of recruitment, reappointment, promotion, and the granting of tenure. It provides one of the tools for realizing the College's program priorities. It provides a foundation for deployment of resources within the College and for expressing the needs of the College to outside agencies.

A staffing plan expresses the basic nature of an institution. It is important not only as a planning document but also as a statement of values and identity. It is a part of the institutional process for identifying goals and implementing priorities.

The *process* of staff planning is important. In order for a developing institution to remain vital, it must take steps to assure that its practices and policies are based upon careful decisions which are deliberately and thoroughly considered, rather than on an accumulation of individual special cases. The activity of analyzing alternatives is in itself a fruitful one for an institution. Staff planning helps to define and reach institutional goals.

Staff planning involves a search for ways to acheive desired ends within a framework of laws, contracts, and understandings. It produces recommendations for improving the basic framework through legislation, negotiations, and imaginative new approaches to the interpretation of the existing framework.

A staffing plan is a tool of institutional planning. It is a coherent collection of policies and guidelines which are derived from a well-defined set of principles. While it should be illustrated by projections based on particular assumptions, a staffing plan does not consist *solely* of these projections. Once the important substance of a staffing plan is understood, it is essentially a clerical matter to develop a variety of assumptions and goals. Personnel decisions (e.g., allocation of lines, recruitment, reappointment, promotion, and the granting of tenure) will be guided by an effectively presented conceptual framework; in practice, individual personnel decisions can almost never be based solely on the numerical projections which result from such principles. It is safe to say that no single personnel decision has been determined by the charts which have been presented at Stockton as Ten-Year Staffing Plans; on the other hand, one might argue that the principle of a tenure quota *has* had an effect in personnel matters at Stockton.

A staffing plan informs. Individuals have a right to know where they stand in the institution, now and in the predictable future; groups have a right to understand the comparative priorities which relate to their interests. And the institution needs to know the probable effects of its policies on those who staff it.

A staffing plan expresses the manner in which an institution will deal with people. It reflects the basic nature of the College.

In the development of the staffing plan it is important that the College consider not only the effect upon the institution, but also the effect upon the individuals who comprise the institution.

A staffing plan must:

- suggest means to promote the continuing intellectual development of faculty and staff members, even beyond the level which is required for satisfactory undergraduate teaching; it is through such intellectual activity that appropriate examples are provided for Stockton's students.

- provide means for maintaining intellectual vitality among faculty and staff, ways of avoiding the development of entrenched parochial attitudes, means of providing an influx of fresh, new ideas, and means for a faculty or staff member to maintain intellectual contact with his or her discipline; it must provide for a continuing healthy diversity of intellectual approaches.

- take into account the effect of morale factors on achieving the maximum effective performance from faculty and staff members.

There is a basic tension between individual needs for security and identity on the one hand and institutional needs for flexibility, productivity, and cost-effectiveness on the other.

Yet both the institution and its personnel have a vital interest in maintaining vitality and a good *esprit*. Stockton must balance the tensions in a way which sets an enlightened example for all.

Stockton has been created and is supported by the State of New Jersey to provide educational opportunities primarily for its residents. A staffing plan must provide for a deployment of resources that will best meet the short and long term needs of students at a cost which the State of New Jersey is willing to support.

A staffing plan therefore must:

- provide a means for utilizing institutional priorities in projecting the distribution of personnel resources to the various activities of the College.

- provide the flexibility to expand, contract, initiate, eliminate, or modify instructional and support programs to meet the changing needs and demands of society, as articulated by the institution's statements on priority.

- take into account the fiscal implications of its recommendations; in particular, it must aim for a responsible balance between personnel and nonpersonnel costs.

- allow for the limitations imposed by boundaries of law and practice; it must either accept these constraints or propose new and imaginative alternatives which may be adopted.

- contain principles specific enough to guide individual hiring, training, promotion, and tenure decisions.

- encourage the maintenance of high standards in personnel decision making; it should provide a foundation for thorough and deliberate considerations.

- suggest ways to provide, on a regular basis, openings so that junior faculty members will have a reasonable opportunity for promotion and tenure.

- analyze the demographic and other technical factors which determine the effects of certain assumptions and policies on actual decisions.

- take into account the implications of its recommendations on various categories of personnel by age, sex, ethnic origin, rank, etc.

- analyze the distribution of age in the faculty and the effect which this distribution will have upon attrition through retirement and death; the plan should suggest ways (such as early retirement and hiring of temporary faculty members) of accomplishing an orderly voluntary attrition schedule which matches demographic factors.

Staff planning is a process of broad scope and of great importance both to the present and to the future of an institution. It is a dynamic process that requires continuing review and evaluation. Some issues involved must be dealt with by many persons

and offices over a period of several years; many cannot be settled effectively by an *ad hoc* task force. The Task Force has, in these cases, restricted this report to pointing the way and outlining the areas which need further consideration as the institution develops.

Some of the recommendations of the Task Force reinforce and formalize current practice; others propose new approaches.

INSTITUTIONAL PRIORITIES

Staff planning is part of the process by which institutional priorities are realized. Without institutional goals, rational planning cannot take place. As a new college, Stockton has tested its strength in several areas. At this time, it is proper for the institution to make deliberate choices about its direction. These choices involve determination of where the College's necessarily limited resources should be placed. Areas with higher priority have a stronger claim on resources, including faculty and staff, than do areas with lower priority.

The Task Force makes the following recommendation.

I. Institutional Priorities

The College should establish a planning process which will result, within 12-months, in the identification of institutional priorities and their application to staffing for the college.

Once academic priorities have been enunciated, a specific staffing plan based upon them can be prepared. The policies recommended in this report should serve as a guide for the preparation of the plan. Annual updating of the staffing plan should be undertaken to maintain an accurate long-range perspective on the College's activities. These revisions, using data obtained by the management information system recommended below and the policies suggested here, would regularly extend the usefulness of the plan.

The flexibility to implement decisions about the College's priorities requires the capacity to adjust staffing levels. One purpose of staff planning is to permit the process to be gradual rather than abrupt. Changing priorities can be implemented on this gradual basis if vacated lines become subject to reallocation as needed and are not automatically refilled. Since priorities are decided at the College level, vacant positions should be subject to reallocation by the Vice President for Academic Affairs. In general, all vacant positions, tenure, and rank distributions, and other resources, should (in consultation with the deans and the faculty) be distributed by the Vice President based on priorities and not necessarily equally to each Faculty. Specific decisions about recruitment, promotion, and tenure allocations should be treated on the divisional level.

The Task Force makes the following recommendation.

II. Annual Staffing Plan

An annual staffing plan should be prepared based on the College's priorities. The plan should be revised each year to incorporate changes in College priorities and personnel information. Faculty allocation of teaching lines and ranks should be adjusted annually in accordance with the approved staffing plan.

CURRENT STAFFING STATUS

The starting point for staff planning is knowledge of the current status and past trends. The faculty is presently composed of 169 persons and is expected to stabilize at about 200 by the 1979-80 academic year when the school size is projected to level off temporarily at 4000 FTE students. The yearly attrition of faculty has averaged 18% during the past five years. Most of the faculty have been nontenured, and it is difficult at this point to tell whether this high attrition figure will continue or how it will relate to the future attrition rate of tenured faculty. Attrition rates for tenured and nontenured faculty are particularly important in projecting College staffing; they should be monitored carefully during the coming years.

The College rank distribution is currently 19% Instructors, 50% Assistant Professors, 23% Associate Professors and 8% Professors. The distribution does not appreciably vary between Faculties, with the exception of ARHU which has relatively more Professors and fewer Assistant Professors than the College norms. This is typical of a group further along the evolutionary path to rank distribution equilibrium. The College-wide proportion of Associate Professors and Professors is projected to increase. There will be a decrease in Assistant Professors, and the fraction of Instructors will stay about the same. These trends are expected as the College and its staff grow older and can already be seen in data from the past.

In the 1977-78 academic year, 28% of the faculty will be tenured. This is less than half of the tenured proportion of any of the other New Jersey State Colleges, where the ratios currently range from 57% at Ramapo to 90% at Jersey City. The tenured fraction is growing, but not so rapidly as to prohibit its regulation by gradual rather than abrupt means.

Stockton's faculty is relatively young, with about 12% above the age of 45 and only 1% over 60. The median age is 33. This implies that retirement will not be a significant factor in staff planning during the next 10 years.

About 21% of the Stockton faculty are women, while 5% come from minority groups. Minority faculty are evenly distributed in academic ranks while women hold disproportionately more of the lower ranks. Turnover among minority faculty members has been significantly higher than that of nonminority faculty. This parallels the national experience.

A detailed staffing plan should consider faculty size, rank distributions, tenure fractions, age, and ethnic origin by Faculty divisions. Depending on College priorities and faculty availability differences between different parts of the College may prove desirable.

The Middle States Evaluation Team Report noted the need for better record keeping at the College, and the Task Force found specific difficulties in the evaluation of staffing data.

Ambiguities in allocated and filled positions, in personnel shifts between administration and teaching, and in part-time and adjunct faculty lines have led to inconsistencies in treatment from year to year. Additional data evaluation, including a attrition rates at Stockton for minority and women faculty members, availability of faculty candidates from underrepresented groups, analysis of age, sex, ethnic origin, student demand, etc., will be needed as part of an improved data base for a more detailed staffing plan.

To facilitate gathering and organizing the data which will provide a foundation for detailed staff planning, the Task Force feels a new personnel data base is needed. It should include, for all present and past faculty and staff, information on size of staff, age distributions, data relevant to appointment and reappointment, attrition rates for probationary and nonprobationary personnel, rank distribution, resignations, promotions, sex, ethnic origin, projected tenure dates, and anticipated retirements, all tabulated by Faculty.

As a further step beyond the collection and organization of raw data, a computer model should be constructed to serve as an analytical tool for the study of the impact of various possible situations on staffing projections.

The Task Force makes the following recommendation.

III. Management Information System

The College should take steps to insure the development of a management information system and files of data which are adequate to support comprehensive staff planning. This system should include a computer program which can model staffing projections based upon current data and various assumptions regarding the future.

TENURE PROPORTION

The Task Force addressed many issues and made a number of recommendations throughout this report, but no area was more important nor more troublesome than that of limitations on tenure.

The Task Force saw as a major issue of its work the question "Shall there be an imposed limitation on the number of faculty members occupying tenured positions at any one time; if so, at what level and by what means shall the limitation be imposed?"

If Stockton were an old institution, stable in size, with a uniform age distribution, then this question would not present the problems which it does. For in that case (with roughly the same number of individuals in each age group) the attrition of tenured faculty due to retirement and death would allow a dynamic equilibrium with about 65% of the faculty tenured at any one time (See Appendix A for the display and Appendix D for an explanation of the model). No planning limit would need to be imposed on the College as a whole; the natural flow through time would regulate the total number of faculty members holding tenured appointments. The College would then need only to concern itself with the distribution of tenure throughout the institution.

Stockton, however, does not have a uniform age distribution. In fact, 86% of its present faculty are 26 or more years from New Jersey's retirement age of 70. As a result, if no planning steps were taken to limit the granting of tenure, then Stockton would exceed 75% on tenure within the next decade. (See Appendix B).

Through the reading and deliberations of the Task Force, it has become clear that the institutional costs of exceeding 75% of the faculty on tenure are unreasonably high. Most of the authorities who have written on the subject agree that the loss of vitality and flexibility as well as the increased personnel costs resulting from high tenure ratios make unlimited tenuring dangerous for the well-being of an academic institution. The College must have some continuing flow of new faculty with fresh ideas and outside perspectives. It must have the capability to drop or diminish its personnel investment in old activities and shift that investment to new areas, and it must be able to do this in an on-going way on a routine basis, not by firing tenured faculty members in the old areas. Finally, since the College will have at each point a particular fixed, finite amount of resources, it must take steps to prevent its personnel costs from overwhelming all other needs; it must have funds for maintenance, supplies, concerts, outside speakers, and all of the many other support activities which are necessary for effective operation of the institution.

The Task Force agreed, then, that steps should be taken to limit the number of faculty members who will occupy tenured positions. In seeking the proper level, it relied heavily upon the recommendations of the nationally respected Keast Commission in its book-length study entitled *Faculty Tenure: A Report and Recommendation by the Commission on Academic Tenure in Higher Education*. The Keast figure of one-half to two-thirds is in the same range that would naturally be obtained at a mature, stable

institution by rigorous personnel decisions in the absence of a quota.

The Task Force makes the following recommendation:

IV. Limitation on Tenure Proportion

Tenure at Stockton should be limited to one-half to two-thirds of the total full-time faculty through personnel planning and whenever possible not by the direct imposition of an arbitrary numerical quota.

The pages which follow describe the recommended mechanism for achieving this limit.

This recommendation is intended to provide a figure for the College as a whole. Through priority and other staffing judgments, proportions should be established for academic divisions and degree programs which may differ from these overall figures. The Task Force does not intend that this proportion should automatically be applied uniformly to each degree program.

As a mechanism for implementing this recommendation, the College should move at a deliberate pace to a distribution of faculty which includes 20% Instructors and 5-10% visiting faculty members. Except in unusual circumstances, Instructors should not receive tenure, and they should know from the time of their initial contacts with Stockton that they will be unlikely to remain for more than five years.

The last recommendation applies only to the tenure status of faculty members who are to be hired in the future. The Task Force acknowledges that a number of Stockton's present Instructors were hired with different understandings. Some of these individuals

have or will soon receive terminal degrees. These faculty members cannot automatically be barred from tenure consideration simply because of their present Instructor status. The Task Force recommends that in the future, those holding the doctorate degree should ordinarily be hired at the rank of Assistant Professor or higher.

The Task Force makes the following recommendation.

V. Instructor Category

Approximately 20% of the College's teaching lines should be in the Instructor rank and that this category should be used to hire individuals who by the nature of their past experience and credentials would probably not achieve tenure, except in unusual circumstances.

The Visiting Assistant Professors, Visiting Associate Professors, and Visiting Professors should be hired either on one-year nonrenewable contracts (e.g., as replacements for faculty members away on leave) or on contracts which will be renewed for a second year but which cannot be extended beyond a total of two years. The initial contract should explicitly state the renewability conditions under which the individual is hired. These faculty members must necessarily be considered members of the bargaining unit.

The Task Force makes the following recommendation.

VI. Temporary Positions

Approximately 5% - 10% of the faculty should hold part-time, visiting, or other temporary positions; the limits of these positions should be described as part of the hiring process.

These two recommendations will yield an equilibrium ceiling of slightly less than two-thirds of the faculty members on tenure. The display is given in Appendix C.

Under this plan, the effective size of the tenured faculty will actually be considerably below two-thirds for several reasons. As a substantial body of tenured faculty members develops, a portion will be away from campus on sabbaticals, exchange programs and externally supported leaves of absence; the temporary vacancies thus created will provide an additional flow of new faculty members who can bring outside perspectives and vitality to the institution. Secondly, because potential tenure lines will be distributed throughout the divisions and programs, it is highly unlikely that everyone will be filled at all times. Thus the aggregate proportion of tenured faculty will remain below two-thirds if recommendations V and VI are implemented.

The Task Force recommends a continuing planning approach to staffing practices, for only by consciously addressing the issues of personnel policy will the sound development of the College occur. Since hiring at Stockton is determined by the divisions, planning also should be done on the divisional level. A divisional plan should show that accidents of timing will not distort the assignment of tenure positions within the division. It must place all personnel decisions within a sound framework consistent with staffing policy.

The Task Force makes the following recommendation:

VII. Divisional Planning

Whenever any program within a Faculty reaches the point at which half of its members are tenured, an annual divisional plan should be prepared projecting the student interest, program stability, program priority, tenure proportion, instructor distribu-

tion, visiting faculty distribution, educational plans, and other staffing needs for the divisional faculty.

The recommendations above are based on a theoretical analysis of staffing. This analysis should be validated through actual experience.

The Task Force makes the following recommendation.

VIII. Validation of Plan

When the tenure proportion at Stockton as a whole reaches one-half, a re-examination should be undertaken to determine whether the desired limits can be maintained by the mechanisms described above, or whether numerical quotas must be applied in order to avoid exceeding the proper levels of tenured faculty.

As Stockton reaches a stable distribution (in 30 years), the desired size of the tenured faculty can be maintained without continuing the use of visiting faculty members. The Task Force feels this route to be preferable to temporarily raising the tenure limits to accommodate the age bulge; history shows that temporary distortions frequently become permanent.

Personnel turnover of the type associated with a tenure quota (in which an individual has a small but realistic chance of receiving tenure yet may be prevented from receiving tenure because of a numerical limit) has substantial costs which may not be evident to an outside observer. A great deal of time and energy is dissipated in concern over the injustice of the system. Morale and dedication to the institution suffer. It was the judgment of the Task Force that clear and trustworthy information about where one "stands" minimizes institutional disruption and allows the individual to plan a future course in an orderly fashion.

The Task Force has therefore attempted to provide the required turnover by utilizing, as a supplement to normal turnover, positions which at the time of initial contact between the individual and the College are known to be terminal.

The Task Force recommendations present an attractive and workable equilibrium model. Viewing the College as a whole, it appears that it is possible to achieve such equilibrium with a minimum of quota-based tenure denials if, as projected, the College grows to 200 faculty members during the next several years.

Tenure decisions at Stockton have been rigorous. There is strong feeling that the College's standards have been high and its tenure decisions appropriate. The Task Force has recommended that thses standards be maintained and that *increasingly* rigorous tenure decisions be made as the College moves toward one-half to two-thirds of its faculty tenured. The Task Force advocates this gradualist approach as a preferred alternative to suddenly slamming the door at a predetermined tenure level.

The recommendation on tenure limitation represents a compromise, and like compromises in engineering it does not incorporate the optimal value of each individual variable. The recommendation utilizes values which appear to present the best overall balance of factors. It is evident, for example, that Stockton would have the greatest flexibility and benefit of new perspectives if all faculty members were on one-year nonrenewable contracts. The College would have the greatest stability and lowest turmoil from personnel turnover if all faculty members were tenured. Clearly neither extreme is desirable. The recommendation represents what the Task Force conceives to be the best combination of factors.

RECRUITMENT, REAPPOINTMENT, AND PROMOTION

In recruiting, reappointment, and promotion of faculty it is necessary to balance the basic tensions between institutional and individual needs. The institution requires flexibility to respond to changes in its priorities. Individuals need to have clear information on which to base their own planning. Both the institution and the individual are best served by fair and equitable treatment of personnel, by sufficient stability to permit long-range planning to be implemented in an orderly way, and by adequate sharing of information.

The Task Force makes the following recommendation.

IX. Dissemination of Information

The Vice President for Academic Affairs and the Faculty Deans should provide the best available staffing information to present and prospective faculty for their guidance in assessing their chances for promotion and tenure; new faculty should be provided with a copy of the current staffing plan, and continuing faculty should be informed of relevant promotion and tenure projections as a part of the regular evaluation processes.

It is useful to think of faculty positions in two separate categories, those leading to tenure and those which (except in unusual circumstances) do not lead to tenure. As discussed in the previous section, employment of individuals not likely to achieve tenure is required in order to minimize the need for quotas on tenure which exclude individuals on some basis other than merit and institutional need.

The positions which most clearly do not lead to tenure are those of part-time and visiting faculty. Recruitment of faculty for part-time positions should be explored. Retired persons and those with partial alternate funding (e.g., part-time research personnel, those who write or perform professionally, etc.) might be suitable for these positions, and could bring to the College vitality and alternate perspectives. Part-time positions need not be at the rank of Instructor; those holding them are not legally eligible for tenure.

Visiting faculty might include those who have retired from other positions or who are near retirement age, persons who are part of external programs (e.g., Fulbright Scholars), or those in exchange programs. Visiting faculty members should be hired to replace faculty members on sabbatical or other leaves of absence.

In addition to serving the ends outlined in the previous section, visiting faculty members can substantially help institutional flexibility if they are also hired in transition periods in the growth or change of direction of programs, or if they are chosen to provide viewpoints which are not otherwise available.

Persons hired into Instructor positions should be informed that they will not receive tenure in that rank. While an Instructor could, under unusual circumstances, be promoted to Assistant Professor, the chance for a positive tenure decision would still be extremely small since he or she would normally be competing against individuals who will have more experience and better academic credentials.

In recruiting to fill an Instructor position, the institution should not make the terminal degree a requirement. In fact, Instructors might well be recruited from among those holding Master's degrees who would like to gain teaching experience or from among individuals with professional experience who would like to enter academe without a terminal degree. The individual hired to fill an Instructor position should be the best qualified candidate, when considered in all aspects, not automatically the applicant with the highest degree.

To be likely to achieve tenure, one should ordinarily be hired at the rank of Assistant Professor. In view of the current pool of available candidates, the college should normally expect to fill Assistant Professor positions with candidates who possess a terminal degree or its equivalent. One purpose of this staffing plan is to assure those hired into this track that a decision to grant them tenure can be based on merit and institutional need rather than on numerical quota.

The Task Force makes the following recommendation.

X. Terminal Degree Qualification

Normally those appointed or promoted to the rank of Assistant Professor or above should possess a terminal degree or its equivalent.

Promotions should depend upon individual merit and upon the priorities and needs of Stockton, not on seniority or time served in a lower rank. The New Jersey Administrative Code limits each college to a maximim of 30% Professors with no more than 50% Professors and Associate Professors. Since

the availability of these positions is a limited resource, they should be awarded on the basis of college-wide priorities. Their distribution between and within Faculties should reflect these priorities and need not be equal. Associate Professorships and Professorships may be awarded to visiting faculty in order to obtain individuals with particualr experiences that are needed by the institution.

The Task Force makes the following recommendation.

XI. Basis for Promotions

Promotions should be based only upon merit and College staffing needs, not upon seniority or time served in a lower rank.

The staffing priorities of the institution should include the provision of job opportunities and role models for women and members of minority groups in all of the academic ranks. Part of the annual staffing review process should include comparisions between the pool of qualified individuals and the distribution of employees at Stockton. The College Minority Recruitment Committee should continue to identify qualified candidates from these groups and should especially help in developing ways of retaining those who are hired.

The Task Force makes the following recommendation.

XII. Affirmative Action and Age Distribution

An annual review process should evaluate staffing for women and minority group members as well as examine the age distribution of faculty. Hiring should be encouraged in areas of underrepresentation.

A change in State law would be useful for staffing purposes. It involves extending the probationary period from five to seven

years, allowing more time for natural attrition and evaluation. This will decrease the overall fraction of those tenured as well as enable better, more thorough evaluation. Allowance for early tenuring should continue to be included as part of the law.

The Task Force makes the following recommendation.

XIII. Modification of Statutes

The College should recommend to the State Department of Higher Education that steps be taken to secure legislative action modifying Title 18A:60 of the Statutes of the State of New Jersey to allow a seven year probationary period, with the possibility of earlier tenure.

PROFESSIONAL DEVELOPMENT

From the mid 1950's to the early 1970's, when higher education was experiencing rapid growth, there was a large and steady infusion of young faculty into the teaching ranks and a high degree of general faculty mobility. This ferment produced an era of excellence during which many academic departments and institutions were given new vitality. This era of growth is now over, and colleges and universities are faced with the prospect of fewer young faculty and decreased mobility for senior faculty. There is a fear that the level of energy and innovation achieved by this period of growth will recede. To avoid this recession many institutions are embarking on programs of professional development.

As a new institution, Stockton's growth has been dramatic. Nevertheless, the College is rapidly approaching the level of zero-growth, and the need for an active program of professional development now felt by other institutions will soon be shared by Stockton. The Task Force has studied this need and has concluded that, if Stockton is to maintain itself as a vital institution in the future, it is essential that it establish and vigorously support a program of professional development for its faculty. To be successful, such a program must have the whole-hearted support of the faculty, and for this reason, it is essential that it be generated from within the faculty, that it place strong emphasis on the individual faculty member's professional obligation to decide the course of his or her professional development, and that it be a supportive instrument.

The Task Force makes the following recommendation.

XIV. Evaluation and Professional Development

Professional development should be supported as an activity separated from the evaluation and retraining of faculty.

A professional development program should provide institutional support for faculty self-improvement in a variety of areas. It should provide opportunities for faculty members to improve their teaching skills and to develop new courses and fresh approaches to old courses. It should provide opportunities for faculty members to engage in research in their areas of expertise and to enter new areas of inquiry. It should provide contacts with faculty members in other institutions and with members of the business community, the political world, and the arts when such contacts serve a valuable academic purpose. There are many specific ways in which the College could support these and other possible areas of professional development. The Task Force believes that the College should consider at least the methods described in the following paragraphs.

The present system of sabbaticals is inadequate as an instrument of general professional development for the faculty. Under the present arrangement, the 100 which are available each year for the State colleges are to be distributed among the colleges in proportion to the number of faculty members eligible. Under such system, there will not be enough sabbaticals to have a significant effect on professional development. The Task Force recommends that the College investigate the possibility of locally funded sabbaticals (or their equivalent). There is considerable evidence that the College could support such a program with no cost to the institution, since temporary replacements

could be appointed at a much lower salary level than the faculty members who are away on sabbatical at half-pay.

For some areas of professional development, release from a portion of one's teaching duties is more appropriate than participating in a sabbatical program. Under the present guidelines, the recipient of such released time must remain on campus. The Task Force feels that the present system of released time is a valuable tool for professional development and should continue as part of any such program.

Guidelines should be created governing unpaid leaves of absence, so that faculty members may be better able to plan for such leaves. It is unreasonable to expect that a faculty member work out all of the details of an unpaid leave before knowing whether it will be approved.

One-year faculty exchanges have long been used as an excellent device for the interchange of ideas between institutions, while at the same time providing a refreshing change for the faculty members involved. The Task Force urges the College to encourage such exchanges for its faculty and to create guidelines for their implementation. The Task Force further recommends that the College investigate the possibility of identifying "sister colleges" with whom a continuing program of faculty exchanges may be arranged.

Attendance at professional conferences, short courses, and seminars provides important assistance for faculty members who wish to remain current in their fields. It also helps to overcome the tendency of an isolated institution to become parochial in outlook. The Task Force feels that maximum support should be

given to faculty members who wish to attend such meetings.

If good teaching is to be held in high esteem at Stockton, it is essential that means be created to exchange ideas about teaching. The Task Force recommends that a continuing colloquium on teaching be established where experts on the subject share with the faculty their views on teaching and how it may be improved.

The Task Force makes the following recommendation.

XV. Professional Development

The College should establish and support a program of professional development which includes local funding of sabbatical leaves, continuation of the released time program, formulation of guidelines for unpaid leaves of absence, encouragement of faculty exchanges and formulation of guidelines for the implementation of such exchanges, identification of sister colleges for possible continuing exchange programs, funding of faculty attendance at professional conferences, and establishment of a colloquium on teaching.

APPENDIX A

TENURE EQUILIBRIUM FOR UNIFORM AGE DISTRIBUTION

If the faculty age distribution were approximately uniform, the College would have an attrition rate of about 3% from the ranks of the tenured faculty due to retirement (time in tenure, 30-35 years); other factors, such as leaving to accept a position at another institution, would raise that rate to 4% or higher. In the table below, the Task Force assumes a 4% attrition rate for tenured faculty members.

Stockton's attrition rate for untenured faculty members has typically been near 20%. For an old, stable institution, this would be lower, say around 10%; 10% is the rate assumed in the table below.

The tenure decision is a rigorous one. The table below assumes that 20% of the fifth year tenure track faculty members do not receive tenure, based on quality and need judgments. In combination with attrition at earlier stages, this means that about half of the faculty members hired will receive tenure.

Finally, the table below assumes that 15% of the faculty are Instructors who do not receive tenure; the table assumes the same attrition rates for Instructors as for other faculty members during their first four years.

In this ideal case, the tenured fraction remains below two-thirds, largely because the age distribution leads to a 4% attrition rate of tenured faculty.

PERCENT OF FACULTY MEMBERS IN EACH CATEGORY

At Steady State
Under Assumptions Stated Above
Uniform Age Distribution
Untenured Attrition Rate of 10%

TENURED ATTRITION RATE OF 4%

	Untenured non-Instructors	Untenured Instructors
First Year	4.9	3.7
Second Year	4.4	3.3
Third Year	4.0	3.0
Fourth Year	3.6	2.7
Fifth Year	3.2	2.4
Total	20.2*	15.0*

Total not tenured	35.2%
Total tenured	64.8%
Awarded tenure each year (80% of 3.239)	2.6%
Attrition from tenure each year (4% of 64.783)	2.6%

*Figures do not total due to rounding.

APPENDIX B

TENURE EQUILIBRIUM FOR STOCKTON'S AGE DISTRIBUTION

Since the Stockton faculty is quite young, the factor of retirement will not introduce any attrition of tenured faculty members during the period of this plan. The table below assumes an attrition rate of 1.5% from other factors such as leaving the institution to assume a position elsewhere.

The table below utilizes 15% attrition of untenured faculty.

The table assumes that 20% of the faculty members who are considered do not receive tenure, based largely on quality judgements. In combination with attrition at earlier stages, this means that about 40% of the faculty members who come to Stockton will receive tenure.

Finally, the table assumes that 15% of the faculty are Instructors who do not receive tenure; the table assumes the same attrition rates for Instructors as for other faculty members during their first four years.

In this case the tenured fraction is about three-fourths, a rather high figure.

PERCENT OF FACULTY MEMBERS IN EACH CATEGORY

At Steady State
Under Assumptions Stated Above
Nonuniform Age Distribution
Untenured Attrition Rate of 15%

TENURED ATTRITION RATE OF 1.5%

	Untenured non-Instructors	Untenured Instructors
First Year	2.7	4.0
Second Year	2.3	3.4
Third Year	1.9	2.9
Fourth Year	1.7	2.5
Fifth Year	1.4	2.1
Total	10.0*	15.0*

Total not tenured	2[illegible].0%
Total tenured	75.0%
Awarded tenure each year (80% of 1.406)	1.1%
Attrition from tenure each year (1.5% of 75.004)	1.1%

*Figures do not total due to rounding

APPENDIX C

TASK FORCE RECOMMENDATION

The table below utilizes the attrition assumptions of Appendix B, representing present reality for Stockton.

This table assumes that 20% of the faculty are Instructors and 5% are visiting faculty members.

In this table, as in Appendix B, approximately 40% of the faculty members who come to Stockton receive tenure. The difference is that the tenure fraction remains below two-thirds.

PERCENT OF FACULTY MEMBERS IN EACH CATEGORY

At Steady State
Under Assumptions Stated Above
Nonuniform Age Distribution
Untenured Attrition Rate of 15%
Tenured Attrition rate of 1.5%

TASK FORCE RECOMMENDATION

	Untenured non-Instructors	Untenured Instructors	Visiting Faculty	Total
First Year	2.4	5.4	2.7	10.5
Second Year	2.0	4.6	2.3	8.9
Third Year	1.7	3.9	---	5.6
Fourth Year	1.5	3.3	---	4.8
Fifth Year	1.2	2.8	---	4.0
Total	8.8	20.0	5.0	33.8

Total not tenured	33.8%
Total tenured	66.2%
Awarded tenure each year (80% of 1.241)	1.0%
Attrition from tenure each year (1.5% of 66.181)	1.0%

APPENDIX D

FLOW MODEL FOR THE TENURE PROCESS

This appendix explains the flow model which guided the thinking of the Task Force regarding limitations on tenure proportion. It presents the concept of a dynamic equilibrium in the total number of faculty members who hold tenure at any one time.

The model is based on a visualization of the staffing process as a flow of people through the system illustrated in Figure 1.

If the faculty has a stable size, then the number of new appointments must be the same as the total number of faculty members who leave the system. If the tenured faculty has a stable size, then the number of faculty members who receive tenure each year must be the same as the number who leave tenured positions.

The (annual) parameters which are of interest in this flow model are:

- the proportion of untenured faculty members in each cohort which leaves the system for whatever reason.
- the proportion of faculty members which receives tenure based upon strict judgments of merit and institutional need.
- the proportion of tenured faculty members which leaves the institution.

The age distribution of the faculty has a massive effect on the value of this last parameter, as described in the body of the report. The difference between 4%, which one might expect for a uniform age distribution, and 1.5%, which the Task Force projects for Stockton, strongly influences the equilibrium size of the tenured faculty.

If all faculty members at Stockton were in the tenure track and if no quota were applied, then the equilibrium level of tenured faculty (assuming values for the parameters which were used in Appendices B and C - nontenured attrition 15%, attrition from fifth year to tenure 20%, attrition of tenured faculty 1.5%), based solely on strict quality decisions, would be over 88%.

Under the same assumptions, if a quota were applied in such a way as to limit the equilibrium tenure level to two-thirds of the faculty, then only 27% of those faculty members *who are judged to be qualified on a strict quality basis* could actually receive tenure; 73% would have to be fired simply to maintain equilibrium at the desired tenure ratio.

These surprising figures strongly indicate a need for a clearly separated non-tenure track, as illustrated in Figure 2. Also shown in this figure are the actual percentages of faculty members in each category at equilibrium.

If the tenure proportion is not to exceed two-thirds, then a number of faculty members who are qualified under strict evaluation procedures cannot be awarded tenure. For their sake and for the sake of the institution, these individuals and the positions they occupy should be identified as a part of the hiring process. At the time of hiring, these applicants should be fully informed as to exactly where they stand.

While several simple balance sheet comparisons show that the equilibrium model of Appendix D is correct, we present a brief derivation for the interested reader.

Considering by itself the tenure track described above,

we let A represent the number of new faculty members (per hundred faculty members) who are hired into the tenure track each year. Assuming 15% attrition, 85% of these new hired will return for the second year, 85% of the second year faculty will return for the third year, and so forth. This yields

First year faculty = A

Second year faculty = .85 A

Third year faculty = $(.85)^2 A = .7225$ A

Fourth year faculty = $(.85)^3 A = .6141$ A

Fifth year faculty = $(.85)^4 A = .5220$ A

The total number in the tenure track who are not yet tenured equals A + .85 A + .7225 A + .6141 A + .5220 A = 3.7086 A.

In order to achieve an equilibrium level of about two-thirds on tenure, 25% of the faculty must be in the separated non-tenure track. Using this figure, the number of tenured faculty (per hundred faculty) is 75 - 3.7086 A. Since we have assumed an attrition rate for tenured faculty of 1.5%, (.015) (75 - 3.7086 A) will leave tenure each year.

We have assumed that in the aggregate, 80% of the fifth year faculty members who are considered for tenure will be judged to be qualified for tenure. Thus 80% of .5220 A or .4176 A will receive tenure each year. At equilibrium, then the number receiving tenure equals number leaving tenure:

$$.4176\ A = (.015)(75 - 3.7086\ A)$$

Solving for A,

$$A = \frac{(.015)(75)}{.4176 + (.015)(3.7086)}$$

$$= 2.3772$$

Substituting for A in the statements above, the figures which are given in Appendix C are obtained.

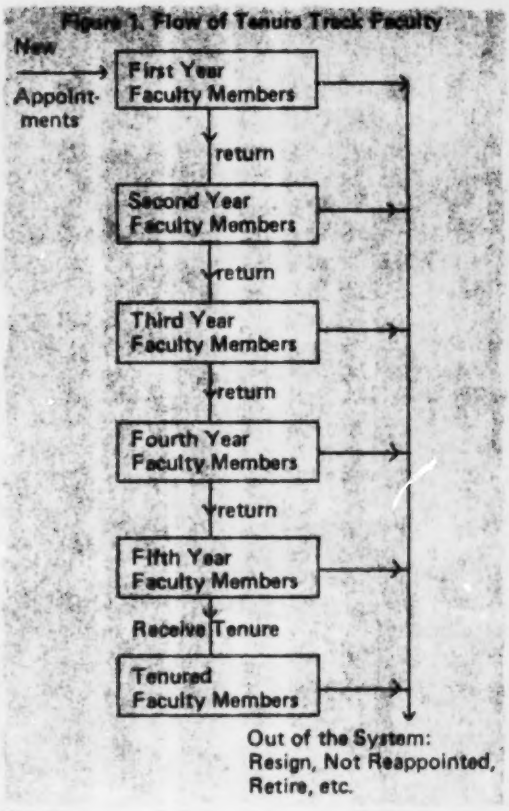

Figure 1. Flow of Tenure Track Faculty

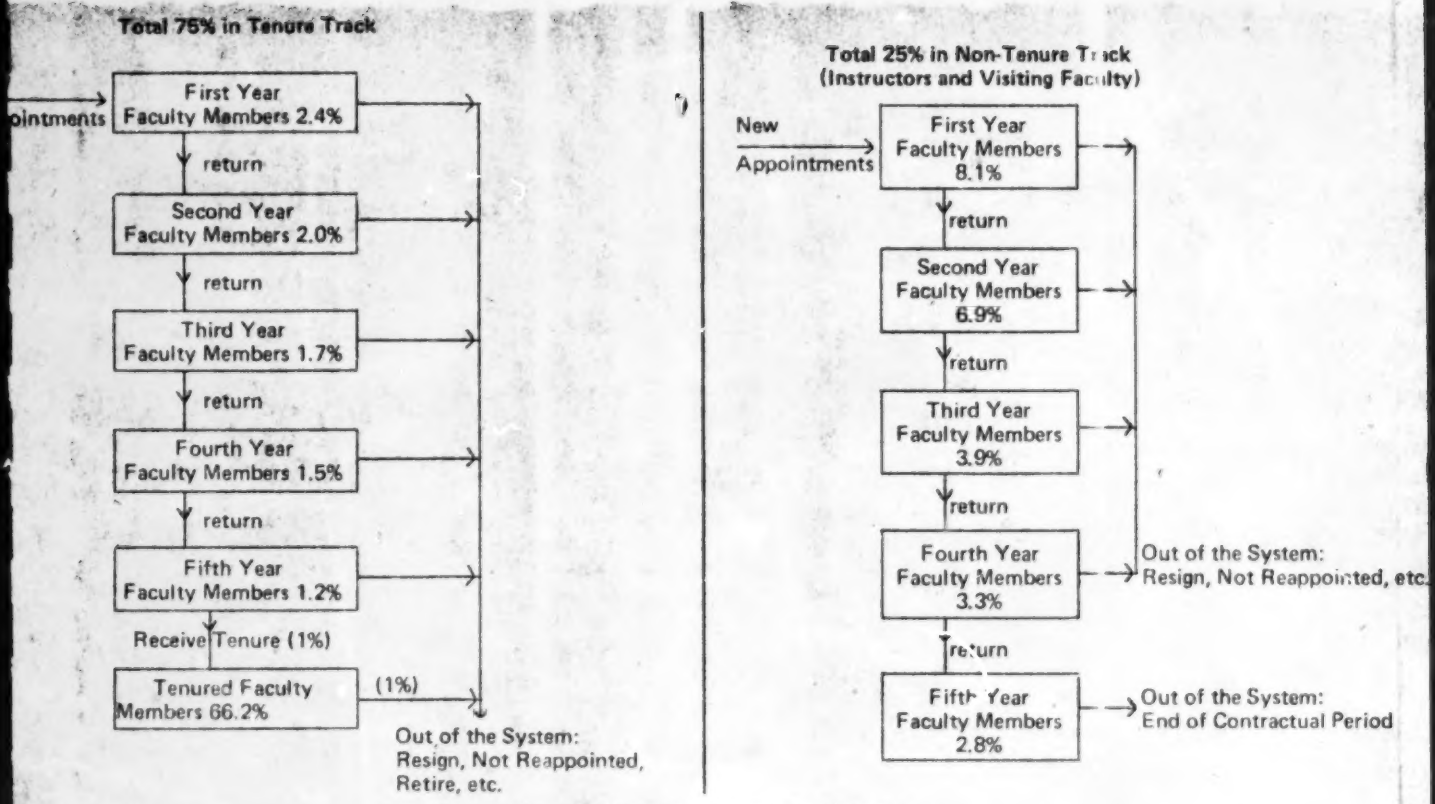

Figure 2: Separation of Flows by Track